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ABSTRACT

This profile of entering freshmen at North Carolina State University for fall 1975 presents statistical data and a descriptive summary of the data. Information is presented on the following: new freshman headcount enrollment by field of study by sex (1969-75) and by residence (in-state, national, or international); new freshman black enrollment (1972-75); mean CHSR, SATV, SATM, and UPGA by field of study and sex (1971-75); educational level achieved by father; reasons for enrolling at the college; educational goals; opinions on campus issues; proportion of new freshmen participating in selected activities during year prior to college entry; religion in which reared and present religious preference; political views; proportion of students needing special assistance in selected areas; decision about major and/or career; and preferred on-campus housing arrangements. (SW)

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a profile of entering freshmen

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

FALL, 1975

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Student Affairs Research
Division of Student Affairs
November, 1975

A PROFILE OF ENTERING FRESHMEN
NORTH CAROLINA STATE UNIVERSITY

FALL, 1975

Kathryn A. Council

Student Affairs Planning and Research

December, 1975



Hello, I'm EFRANCS (*e-franks*), a typical Entering Freshman At N.C. State in Fall, 1975. Although my picture indicates that I'm slightly confused and disoriented, actually I have a very interesting background that I'd like to tell you about.

I graduated from high school last spring in the top third of my class with SAT scores of 480 Verbal and 530 math. During high school I was quite active in extracurricular activities, attending plays, musicals, and outdoor dramas; visiting art galleries and museums; and regularly attending Protestant religious services. Politically, I consider myself middle-of-the-road with a slight leaning toward the left.

North Carolina State was my first choice of a college or university because of its specific strength in my intended field of study. Some of my friends and my parents had the strongest influence on my decision to enroll here. Right now my plans are to complete a bachelor's degree, but I may decide to get a Master's or even a Doctorate degree. The most important goals of my education at State are 1) preparing for a career or good job after graduation; 2) personal development—understanding my own abilities, limitations, interests, and standards of behavior; 3) acquiring background and specialization for further education in a professional, scientific, or scholarly field; and 4) social development—gaining experience and skills in relating to other people. Of much less importance are 1) developing an appreciation and enjoyment of art, music, and literature; and 2) understanding different philosophies, cultures, and ways of life. Concerning campus issues, I disagree strongly with the idea that college officials have the right to regulate behavior off campus. Nor do I feel that college officials have the right to ban persons with extreme views from speaking on campus or that open admissions should

be adopted by all publicly supported colleges. I feel very strongly that women should receive the same salary and opportunities for advancement as men in comparable positions, that student evaluations should play a part in deciding faculty promotions, and that even if it does employ open admissions, a college should use the same standards in awarding degrees to all students. I'm undecided as to whether universities should restrict enrollment in degree programs in which supply of graduates exceeds demand.

During my first two years at N.C. State, I will probably need special assistance in planning for a career or occupation, in mathematics, and in improving my writing skills. In fact, a course for credit in study skills, career development, or learning to play a musical instrument all have an appeal to me. As far as where I prefer to live on campus, I'm undecided but have a slight preference for coed housing arrangements.

Read more about me and my fellow students in the tables that follow and see how I've changed from my friends who entered last year.

TABLE 1

NEW FRESHMAN HEADCOUNT ENROLLMENT, BY SEX (1969 - 1975)

	1969 N	% of total	1970 N	% of total	1971 N	% of total	1972 N	% of total	1973 N	% of total	1974 N	% of total	1975 N	% of total
Agriculture & L.S.														
Male	212	74.9	262	76.2	300	73.7	342	67.6	400	65.0	403	61.6	394	57.7
Female	71	25.1	82	23.8	107	26.3	164	32.4	225	35.0	251	38.4	289	42.3
Total	283	100.0	344	100.0	407	100.0	506	100.0	615	100.0	654	100.0	683	100.0
Design														
Male	61	82.4	73	87.2	62	83.8	66	90.4	46	71.9	34	64.2	30	52.6
Female	13	17.6	11	12.8	12	16.2	7	9.6	18	28.1	19	35.8	27	47.4
Total	74	100.0	86	100.0	74	100.0	73	100.0	64	100.0	53	100.0	57	100.0
Education														
Male	62	58.5	51	50.0	33	45.8	41	52.6	30	61.2	29	40.3	43	54.0
Female	44	41.5	51	50.0	39	54.2	37	47.4	19	38.8	43	59.7	36	45.6
Total	106	100.0	102	100.0	72	100.0	78	100.0	49	100.0	72	100.0	79	100.0
Engineering														
Male	743	98.7	674	98.4	622	98.6	491	98.8	585	97.5	719	96.1	815	91.9
Female	10	1.3	11	1.6	9	1.4	6	1.2	15	2.5	29	3.9	72	8.1
Total	753	100.0	685	100.0	631	100.0	497	100.0	600	100.0	748	100.0	887	100.0
Forest Resources														
Male	148	94.9	152	92.7	132	92.3	166	92.2	146	91.2	158	83.6	139	79.9
Female	8	5.1	12	7.3	11	7.7	14	7.8	14	8.8	31	16.4	35	20.1
Total	156	100.0	164	100.0	143	100.0	180	100.0	160	100.0	189	100.0	174	100.0
Liberal Arts														
Male	334	61.1	298	64.9	227	52.8	317	61.7	401	61.5	408	59.9	308	57.6
Female	213	38.9	161	35.1	203	47.2	197	38.3	254	38.8	271	40.1	222	42.4
Total	547	100.0	459	100.0	430	100.0	514	100.0	655	100.0	681	100.0	535	100.0
Phy. & Math. Sci.														
Male	178	72.7	169	62.8	191	65.6	151	62.9	167	72.9	196	64.9	183	62.7
Female	67	27.3	100	37.2	100	34.4	89	37.1	62	27.1	106	35.1	109	37.3
Total	245	100.0	269	100.0	291	100.0	240	100.0	229	100.0	302	100.0	292	100.0
Textiles														
Male	92	92.9	157	95.2	109	94.8	99	97.1	105	83.3	89	73.0	67	63.2
Female	7	7.0	8	4.8	6	5.2	3	2.9	21	16.7	33	27.0	39	36.8
Total	99	99.9	165	100.0	115	100.0	102	100.0	126	100.0	122	100.0	106	100.0
TOTAL														
Male	1830	80.9	1838	80.8	1676	77.5	1673	76.4	1880	75.2	2036	72.2	1979	70.4
Female	433	19.1	436	19.2	487	22.5	517	23.6	618	24.7	785	27.8	834	29.6
Total	2263	100.0	2274	100.0	2163	100.0	2190	100.0	2498	100.0	2821	100.0	2813	100.0

TABLE 2
NEW FRESHMAN HEADCOUNT ENROLLMENT, BY RESIDENCE (1969 - 1975)

	1969 N	% of total	1970 N	% of total	1971 N	% of total	1972 N	% of total	1973 N	% of total	1974 N	% of total	1975 N	% of total
Ag. & L.S.														
In-state	248	87.6	302	87.8	352	86.5	441	87.2	568	92.4	599	91.6	626	91.7
National	34	12.0	40	11.6	55	13.5	64	12.6	46	7.5	54	8.3	55	8.1
International	1	0.4	2	0.6	-	-	1	0.2	1	0.2	1	0.2	2	0.3
Design														
In-state	63	85.1	79	91.9	65	87.8	69	94.3	55	83.9	47	88.7	55	96.5
National	10	13.5	7	8.1	9	12.2	4	5.5	9	14.1	6	11.3	2	3.5
International	1	1.4	-	-	-	-	-	-	-	-	-	-	-	-
Education														
In-state	93	89.6	88	86.3	61	84.7	73	93.6	43	87.8	61	84.7	69	87.3
National	11	10.4	14	13.7	11	15.3	5	6.4	6	12.2	11	15.3	10	12.7
International	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Engineering														
In-state	614	81.5	578	84.4	556	88.1	433	87.1	532	88.7	673	90.0	801	90.3
National	134	17.8	104	15.2	71	11.3	58	11.7	59	9.8	72	9.6	76	8.6
International	5	0.7	3	0.4	4	0.6	6	1.2	9	1.5	3	0.4	10	1.1
Forest Resources														
In-state	99	63.5	118	72.0	109	76.2	131	72.8	110	68.8	138	73.0	116	66.7
National	57	36.5	44	26.8	34	23.8	49	27.2	50	31.2	51	27.0	57	32.8
International	-	-	2	1.2	-	-	-	-	-	-	-	-	1	0.6
Liberal Arts														
In-state	498	91.0	423	92.6	394	91.6	464	90.3	567	86.6	597	87.7	455	85.0
National	49	9.0	34	7.4	34	7.9	49	9.5	88	13.4	84	12.3	76	14.2
International	-	-	-	-	2	0.5	1	0.2	-	-	-	-	4	0.7
Phy. & Math. Sci.														
In-state	220	89.8	236	87.7	255	87.6	219	81.2	216	94.3	285	94.4	268	91.8
National	25	10.2	33	12.3	32	11.0	20	8.3	11	4.8	17	5.6	23	7.9
International	-	-	-	-	4	1.4	1	0.4	2	0.9	-	-	1	0.3
Textiles														
In-state	91	91.9	149	90.3	109	94.8	99	97.1	116	92.1	111	91.0	87	82.1
National	5	5.1	9	5.5	4	3.5	2	2.0	8	6.3	9	7.4	14	13.2
International	3	3.0	7	4.2	2	1.7	1	1.0	2	1.6	2	1.6	5	4.7
TOTAL														
In-state	1928	85.2	1975	86.9	1901	87.9	1929	88.1	2207	88.4	2511	89.0	2477	88.1
National	325	14.4	285	12.5	250	11.6	251	11.5	277	11.1	304	10.8	313	11.1
International	10	0.4	14	0.6	12	0.6	10	0.5	14	0.6	6	0.2	23	0.8

TABLE 3

NEW FRESHMEN BLACK ENROLLMENT, FALL 1972 - 1975

	MALE				FEMALE				TOTAL							
	1972 N	1973 N	1974 N	1975 N	1972 N	1973 N	1974 N	1975 N	1972 N	% of total	1973 N	% of total	1974 N	% of total	1975 N	% of total
Agriculture & Life Sciences	4	3	11	7	7	8	11	18	11	2.2	11	1.8	22	3.4	25	3.7
Design	0	1	0	0	0	0	1	0	0	0.0	1	1.6	1	1.9	0	0.0
Education	1	2	8	2	1	0	4	2	2	2.6	2	4.1	12	5.7	4	5.1
Engineering	8	10	29	34	0	1	4	12	8	1.6	11	1.8	33	4.4	46	5.2
Forest Resources	3	0	1	0	0	0	0	0	3	1.7	0	0.0	1	0.5	0	0.0
Liberal Arts	4	9	16	15	5	8	26	24	9	1.8	17	2.6	42	6.2	39	7.3
Phy. & Math. Sciences	4	8	14	9	5	2	9	12	9	3.8	10	4.4	23	7.6	21	7.2
Textiles	6	6	7	3	0	2	4	2	6	5.9	8	6.3	11	9.0	3	4.7
TOTAL	30	39	86	70	18	21	59	70	48	2.2	60	2.4	145	5.1	140	5.0

TABLE 4

MEAN CHSR, SATV, SATH, AND UPGA, BY SCHOOL (1971 - 1975)

	1971			1972			1973			1974			1975		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
Agri. & L.S.															
CHSR	59	63	60	58	62	59	58	63	60	59	63	61	59	63	61
SATV	47	52	49	47	52	48	46	50	48	47	50	48	45	49	47
SATH	54	53	54	53	51	53	53	51	52	53	52	53	52	50	51
UPGA	2.03	2.21	2.08	2.01	2.21	2.08	1.95	2.13	2.01	2.09	2.28	2.16	2.26	2.39	2.32
Design															
CHSR	63	69	66	64	63	64	65	68	65	68	67	67	67	66	66
SATV	55	58	55	57	60	57	52	57	53	57	54	56	54	54	54
SATH	61	60	61	62	61	61	63	61	62	63	58	61	62	57	60
UPGA	2.45	2.64	2.48	2.52	2.58	2.53	2.49	2.65	2.53	2.70	2.59	2.66	2.80	2.73	2.77
Education															
CHSR	60	64	62	58	65	61	56	66	60	58	64	62	56	64	59
SATV	46	50	48	46	50	48	44	52	47	41	51	47	42	47	44
SATH	55	56	56	54	53	54	51	55	53	49	54	52	47	51	49
UPGA	2.05	2.24	2.15	2.04	2.35	2.18	1.80	2.37	2.02	1.89	2.36	2.18	1.97	2.42	2.18
Engineering															
CHSR	61	65	61	61	68	61	60	66	60	61	66	61	61	65	61
SATV	50	54	50	50	50	50	48	56	49	48	52	48	48	51	48
SATH	59	54	59	59	54	59	58	62	58	58	59	58	56	56	56
UPGA	2.20	2.33	2.20	2.25	2.46	2.25	2.15	2.58	2.16	2.23	2.58	2.27	2.40	2.60	2.42
Forest Resources															
CHSR	59	62	60	58	62	58	59	60	59	59	61	60	60	63	60
SATV	49	50	49	48	53	48	49	52	49	48	51	48	48	51	49
SATH	54	53	54	53	52	53	54	54	54	55	55	55	55	53	55
UPGA	2.05	2.13	2.05	2.03	2.23	2.04	2.06	2.11	2.06	2.14	2.27	2.14	2.34	2.47	2.37
Liberal Arts															
CHSR	56	61	58	54	59	56	55	59	57	56	60	58	57	60	58
SATV	48	50	49	47	48	48	46	48	47	47	48	47	47	47	47
SATH	53	51	52	52	49	51	52	49	50	52	49	51	52	47	50
UPGA	1.90	2.05	1.97	1.89	2.03	1.94	1.80	1.92	1.84	1.94	2.07	1.99	2.19	2.22	2.20
Phy. & Math. Sci.															
CHSR	63	67	64	62	67	64	61	66	62	62	66	64	61	66	63
SATV	51	52	52	51	51	51	50	51	50	50	50	50	49	47	48
SATH	61	60	61	61	58	60	60	58	60	59	58	58	58	55	57
UPGA	2.30	2.46	2.35	2.33	2.49	2.39	2.24	2.46	2.30	2.36	2.53	2.42	2.47	2.55	2.50
Textiles															
CHSR	60	66	61	60	71	61	60	64	61	59	63	60	57	60	59
SATV	46	52	47	47	53	47	46	48	46	45	47	46	44	46	44
SATH	54	55	54	54	58	54	53	51	52	54	52	53	50	48	50
UPGA	2.03	2.35	2.05	2.12	2.70	2.13	2.03	2.14	2.05	2.08	2.27	2.14	2.13	2.22	2.16
NCSU TOTAL															
CHSR	50	63	61	59	62	59	59	62	59	59	63	60	60	63	61
SATV	49	51	50	49	50	49	48	49	48	48	49	48	47	48	48
SATH	51	54	56	56	52	55	55	52	54	55	52	54	54	51	53
UPGA	2.13	2.21	2.14	2.11	2.21	2.14	2.03	2.11	2.05	2.16	2.26	2.19	2.33	2.39	2.35

TABLE 3
EDUCATIONAL LEVEL OF FATHER, BY SEX

	1975			1974		1973	
	Male	Female	Total	Total	Total	Total	Total
Less than 8th grade	6.6%	6.6%	6.6%	5.9%	5.3%	5.3%	5.3%
Completed 8th grade	6.7	7.1	6.8	7.9	7.7	7.7	7.7
High school diploma	20.5	20.3	20.4	21.1	21.5	21.5	21.5
Post high school - technical- vocational training	10.4	9.7	10.2	10.1	11.0	11.0	11.0
Attended college	17.6	17.5	17.5	18.3	17.5	17.5	17.5
Bachelor's degree	27.0	25.4	26.6	24.6	24.4	24.4	24.4
Master's degree	6.4	7.6	6.7	6.5	6.9	6.9	6.9
Doctor's degree	4.8	3.8	5.1	5.6	5.7	5.7	5.7
TOTAL	100.1	100.0	99.9	100.0	100.0	100.0	100.0
Number responding	1978	829	2806	2817	2495	2495	2495
Percentage attending college	55.8	55.3	55.0	55.0	54.5	54.5	54.5

TABLE 6
DECISION TO ENROLL AT NCSU

	BLACK			WHITE			TOTAL			1974
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Which choice of a college or university was NCSU for you?										
1st. Choice	81%	68%	74%	84%	81%	83%	84%	80%	83%	82%
2nd. Choice	19	32	26	14	17	15	14	19	16	16
3rd. Choice	0	0	0	2	2	2	2	2	2	2
Number responding	63	56	109	1584	660	2244	1664	723	2387	441
What is the major reason you decided to enroll at NCSU?										
Specific strength in intended field of study	44	40	42	59	42	54	58	42	53	52
General academic reputation	27	33	30	13	13	13	16	17	16	16
General impression of campus and students	15	20	18	12	24	15	12	24	16	16
Close to home	4	3	3	6	7	6	6	7	6	7
Was not accepted at institution of 1st choice	2	0	1	4	6	5	4	3	5	4
Friends are enrolled here	0	0	0	2	4	2	2	4	2	2
Financial aid	4	0	2	1	1	1	1	1	1	1
Success of athletic teams	4	2	3	1	*	1	1	*	1	2
Number responding	63	56	109	1583	659	2242	1639	721	2360	437

* Less than 0.5 percent

TABLE 7

RATE INFLUENCE THAT EACH OF THE FOLLOWING HAD ON YOUR DECISION TO ENTER NCSU

	BLACK			WHITE			TOTAL			1974 TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Parents										
Strong influence	11%	15%	13%	19%	16%	18%	19%	16%	18%	20%
Moderate influence	38	43	41	50	49	50	50	49	49	47
No influence	51	42	46	31	34	32	31	35	32	33
Representative from NCSU Admissions Office										
Strong influence	33	19	26	6	5	6	7	6	7	8
Moderate influence	44	38	41	28	26	27	28	26	28	29
No influence	23	43	33	66	69	67	65	68	66	64
High School teacher(s)										
Strong influence	19	9	14	8	7	8	9	7	8	10
Moderate influence	47	30	38	33	23	30	33	24	30	33
No influence	34	60	47	58	70	62	58	70	61	57
High School Guidance Counselor										
Strong influence	32	15	22	13	7	11	14	8	12	10
Moderate influence	32	38	35	34	32	34	34	32	34	39
No influence	36	47	42	53	61	55	52	60	54	52
Friends										
Strong influence	17	11	14	25	29	26	25	27	26	32
Moderate influence	47	34	40	47	42	46	47	41	45	41
No influence	36	55	46	27	29	28	28	31	29	27
Relatives										
Strong influence	4	6	5	12	11	12	12	10	12	9
Moderate influence	26	33	30	24	24	24	24	23	24	21
No influence	70	60	65	64	66	64	64	65	64	70
Number responding	63	63	106	1571	664	2226	1636	713	2349	432

TABLE 8

EDUCATIONAL GOALS

	BLACK			WHITE			TOTAL			1974 TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
What is the highest level of education you plan to complete?										
College, but less than bachelor's degree	0%	0%	0%	1%	1%	1%	*%	1%	1%	1%
Bachelor's degree or equivalent	43	35	39	52	51	51	51	49	51	48
Master's degree (MA, MS, MBA)	38	38	38	30	28	29	31	28	30	32
Doctorate degree (PhD, MD, EdD, JD)	19	27	23	18	21	19	18	22	19	19
Number responding	63	66	108	1578	660	2238	1658	722	2380	438

*Less than 0.5 percent

TABLE 9

INDICATE BELOW THE IMPORTANCE OF THE FOLLOWING GOALS OF YOUR EDUCATION AT NCSU TO YOU PERSONALLY

	BLACK			WHITE			TOTAL			1974 TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
<u>Preparing for a career or good job after graduation</u>										
Very important	94%	89%	92%	92%	88%	91%	92%	88%	91%	87%
Moderately important	6	9	7	7	11	8	7	11	8	12
Not important	0	2	1	1	1	1	1	1	1	1
<u>Personal development—understanding one's own abilities, limitations, interests, and standards of behavior</u>										
Very important	87	86	86	67	81	71	68	81	72	68
Moderately important	13	14	14	29	18	26	29	18	26	29
Not important	0	0	0	3	1	2	3	1	2	3
<u>Acquiring background and specialization for further education in a professional, scientific, or scholarly field</u>										
Very important	77	86	82	68	70	69	68	72	69	65
Moderately important	21	11	16	24	22	24	24	21	23	24
Not important	2	4	3	8	7	8	7	7	7	9
<u>Social development—gaining experience and skills in relating to other people</u>										
Very important	72	73	73	52	68	56	52	69	57	54
Moderately important	25	20	22	43	30	39	43	29	39	42
Not important	4	5	5	5	2	4	5	2	4	3
<u>Developing an ability to think critically and to understand the origin, nature, and limitations of knowledge</u>										
Very important	64	66	65	48	52	49	49	54	50	48
Moderately important	32	32	32	47	42	46	46	42	45	47
Not important	4	2	3	5	5	5	5	5	5	4
<u>Developing an understanding and appreciation of science and technology</u>										
Very important	55	55	55	50	41	48	50	43	48	46
Moderately important	38	32	35	43	47	44	43	46	44	46
Not important	8	12	10	7	11	8	7	11	8	7
<u>Developing an ability to write and speak clearly, correctly, and effectively</u>										
Very important	62	61	61	32	37	33	33	39	35	36
Moderately important	36	38	37	39	55	58	39	54	57	53
Not important	2	2	2	9	8	9	9	7	8	11
<u>Knowing how to participate effectively as a citizen in one's community and in wider areas</u>										
Very important	51	45	48	31	36	32	32	36	33	33
Moderately important	45	53	49	59	56	58	58	58	57	60
Not important	4	2	3	10	8	10	10	8	9	7
<u>Acquiring a broad cultural and literary education</u>										
Very important	42	50	46	26	41	30	27	41	31	33
Moderately important	55	48	51	62	55	60	62	55	60	60
Not important	4	2	3	11	5	9	11	4	9	7
<u>Understanding different philosophies, cultures, and ways of life</u>										
Very important	36	30	33	15	27	18	16	27	19	24
Moderately important	58	64	61	67	65	66	66	65	66	60
Not important	6	5	6	18	8	13	18	8	13	16
<u>Developing an appreciation and enjoyment of art, music, and literature</u>										
Very important	15	25	19	15	27	18	15	27	19	16
Moderately important	70	65	68	59	59	59	59	60	60	54
Not important	17	9	13	26	14	22	26	13	22	30
Number responding	63	48	109	1889	886	2865	1888	728	2394	440

TABLE 10
PROPORTION WHO AGREE OR STRONGLY AGREE WITH SELECTED CAMPUS ISSUES

	BLACK			WHITE			TOTAL			1974
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Total
<u>College officials have the right to regulate behavior off campus.</u>										
Strongly agree	0%	0%	0%	1%	1%	1%	1%	1%	1%	0%
Agree	8	4	6	3	3	4	3	3	4	4
<u>Faculty promotions should be based in part on student evaluations.</u>										
Strongly agree	6	11	9	10	9	10	10	10	10	18
Agree	71	66	69	74	72	73	74	71	73	66
<u>College grades should be abolished.</u>										
Strongly agree	8	2	3	2	2	2	2	2	2	3
Agree	9	6	7	9	8	9	9	8	9	11
<u>Colleges would be improved if organized sports were de-emphasized.</u>										
Strongly agree	2	0	1	3	3	3	3	3	3	1
Agree	13	9	11	13	13	13	13	12	13	8
<u>Student publications should be cleared by college officials.</u>										
Strongly agree	2	0	1	1	1	1	1	1	1	0
Agree	38	24	31	22	18	20	22	18	21	22
<u>College officials have the right to ban persons with extreme views from speaking on campus.</u>										
Strongly agree	0	0	0	1	*	1	1	*	1	1
Agree	13	13	14	14	7	12	14	7	12	13
<u>Students from disadvantaged backgrounds should be given preferential treatment in college admissions.</u>										
Strongly agree	13	16	16	1	1	1	2	2	2	2
Agree	48	42	43	21	16	19	22	18	21	23
<u>Universities should restrict enrollment in degree programs in which supply of graduates exceeds demand.</u>										
Strongly agree	4	11	8	4	3	4	4	4	4	7
Agree	40	35	38	47	42	42	42	41	42	41
<u>College students attending public universities should pay a greater proportion of the cost to educate themselves.</u>										
Strongly agree	2	2	2	*	*	*	*	1	1	0
Agree	2	2	2	14	10	13	13	10	12	14
<u>Marijuana should be legalized.</u>										
Strongly agree	12	2	7	8	6	8	8	6	8	4
Agree	16	21	18	26	27	26	26	26	26	30
<u>Women should receive the same salary and opportunities for advancement as men in comparable positions.</u>										
Strongly agree	47	82	63	24	79	40	23	79	42	43
Agree	33	18	33	71	21	36	70	20	33	30
<u>Open admissions should be adopted by all publicly supported colleges.</u>										
Strongly agree	6	4	3	1	2	2	2	2	2	3
Agree	6	16	11	8	7	8	8	8	8	8
<u>Even if it employs open admissions, a college should use the same standards in awarding degrees to all students.</u>										
Strongly agree	20	13	17	16	18	16	16	17	17	13
Agree	33	33	33	61	34	39	61	33	39	42
Number responding	83	66	108	1688	887	3358	1668	729	3396	441

* Less than 0.3 percent

TABLE 11

PROPORTION OF NEW FRESHMEN PARTICIPATING IN SELECTED ACTIVITIES DURING YEAR PRIOR TO ENTRY

	BLACK			WHITE			TOTAL			1974
	Male	Female	Total	Male	Female	Total	Male	Female	Total	TOTAL
Attending a play, musical, or outdoor drama	60%	89%	75%	68%	86%	74%	68%	86%	74%	73%
Visiting an art gallery or museum	70	66	68	66	80	70	67	78	70	70
Regularly attending religious services	68	85	77	65	65	65	65	66	65	
Doing wood working, ceramics, weaving, or other craft	29	47	38	42	63	48	42	62	48	47
Attending a jazz concert	51	45	48	40	35	39	40	35	39	
Doing painting, sculpture, etching, etc.	29	17	23	28	40	32	28	38	31	32
Attending a modern dance performance	42	56	50	26	36	29	27	38	30	
Participating in the production of a play	33	45	39	28	35	30	28	36	30	29
Attending a symphony concert	25	18	21	26	31	28	26	30	28	32
Playing in an instrumental concert or recital	13	16	15	16	19	17	16	19	17	17
Singing in a choral or concert recital	15	38	27	14	21	16	14	23	17	19
Attending a chamber music concert	21	9	15	15	18	16	15	17	15	23
Attending a classical ballet performance	18	6	12	7	21	11	8	20	11	12
Number responding	53	58	109	1687	665	2252	1666	728	2394	441

TABLE 12

RELIGION IN WHICH REARED AND PRESENT RELIGIOUS PREFERENCE

	PROTESTANT		CATHOLIC		JEWISH		OTHER		NONE		Number Responding
	Reared	Present	Reared	Present	Reared	Present	Reared	Present	Reared	Present	
Black Male	90%	76%	8%	6%	0%	0%	2%	4%	0%	14%	61
Black Female	96	88	2	5	0	0	0	5	2	2	58
Total Black	93	82	5	6	0	0	1	5	1	7	107
White Male	89	79	8	7	1	1	1	2	1	11	1582
White Female	84	74	13	11	1	1	1	2	1	12	668
Total White	87	78	10	8	1	1	1	2	1	11	2248
Total Male	88	79	9	7	1	1	1	2	1	11	1659
Total Female	85	75	12	10	1	1	1	2	2	12	729
Total	87	78	10	8	1	1	1	2	1	11	2388
1974 Total	84	76	9	8	1	1	5	7	0	8	376

TABLE 13
POLITICAL VIEWS

	BLACK			WHITE			TOTAL			1974 TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Ultra-Liberal	6%	5%	6%	2%	1%	1%	2%	1%	2%	1%
Liberal	36	29	32	26	24	26	27	25	26	29
Middle-of-the-road	47	57	52	55	66	58	55	65	58	55
Conservative	11	9	10	16	10	14	16	9	14	14
Ultra-conservative	0	0	0	*	0	*	*	0	*	0
Number responding	53	56	109	1585	661	2246	1665	724	2389	432

* Less than 0.5 percent

TABLE 14
PROPORTION OF STUDENTS NEEDING SPECIAL ASSISTANCE IN SELECTED AREAS

	BLACK			WHITE			TOTAL			1974 TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Selecting an academic major or field of study	39%	40%	40%	31%	34%	32%	31%	35%	32%	33%
Writing skills	63	59	61	43	40	42	44	42	43	40
Reading skills	48	30	39	25	15	22	26	16	23	22
Mathematics	57	62	59	39	50	42	40	50	43	44
Personal counseling	59	43	51	26	20	24	27	22	25	24
Planning for a career or occupation	62	62	62	49	51	50	50	51	50	54

PROPORTION INTERESTED IN COURSE FOR CREDIT IN:

	BLACK	WHITE	TOTAL	1974
Study skills	55	44	44	45
Career development	66	43	44	60
Learning to play a musical instrument	51	36	37	
Learning to sing and read music	29	20	21	
Number responding	53	1577	1652	437

TABLE 15

DECISION ABOUT MAJOR AND/OR CAREER

	BLACK			WHITE			TOTAL		
	Male %	Female %	Total %	Male %	Female %	Total %	Male %	Female %	Total %
At this time, have you decided on a major (i.e., a degree program)?									
Yes, feel certain about my choice of a major	57%	43%	50%	48%	46%	47%	48%	45%	47%
Yes, but am uncertain about my choice	36	57	47	45	46	45	45	47	46
No, have no idea what to major in	8	0	4	7	9	7	7	8	7
Proportion who have particular career plan or occupational goal in mind	62	61	61	52	58	53	52	58	54
Number responding	63	58	109	1590	666	2256	1670	729	2399

TABLE 16

PREFERRED ON-CAMPUS HOUSING ARRANGEMENTS

	BLACK			WHITE			TOTAL			1974 TOTAL
	Male	Female	Total	Male	Female	Total	Male	Female	Total	
Single sex hall	13%	54%	34%	23%	49%	30%	22%	49%	30%	29%
Cood with different sex on alternating floors	38	32	35	33	40	35	33	39	35	32
Cood with different sex in alternating suites	49	14	31	44	11	34	44	11	34	39
Number responding	53	56	109	1573	658	2231	1653	721	2374	438